

A stylized landscape illustration featuring rolling green hills, a blue sky with white clouds, a red bird in flight, and a green tree. The text is overlaid on the right side of the image.

# Intentional Instructional Practices for Engaging Learning

## *Flexible Grouping*

**Brandy Archer**  
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**MDE Consultants**

# Who's in the Room?





# *To enhance the conversation...*



For “saving” the  
conversation



For wrapping your brain  
around creative thinking

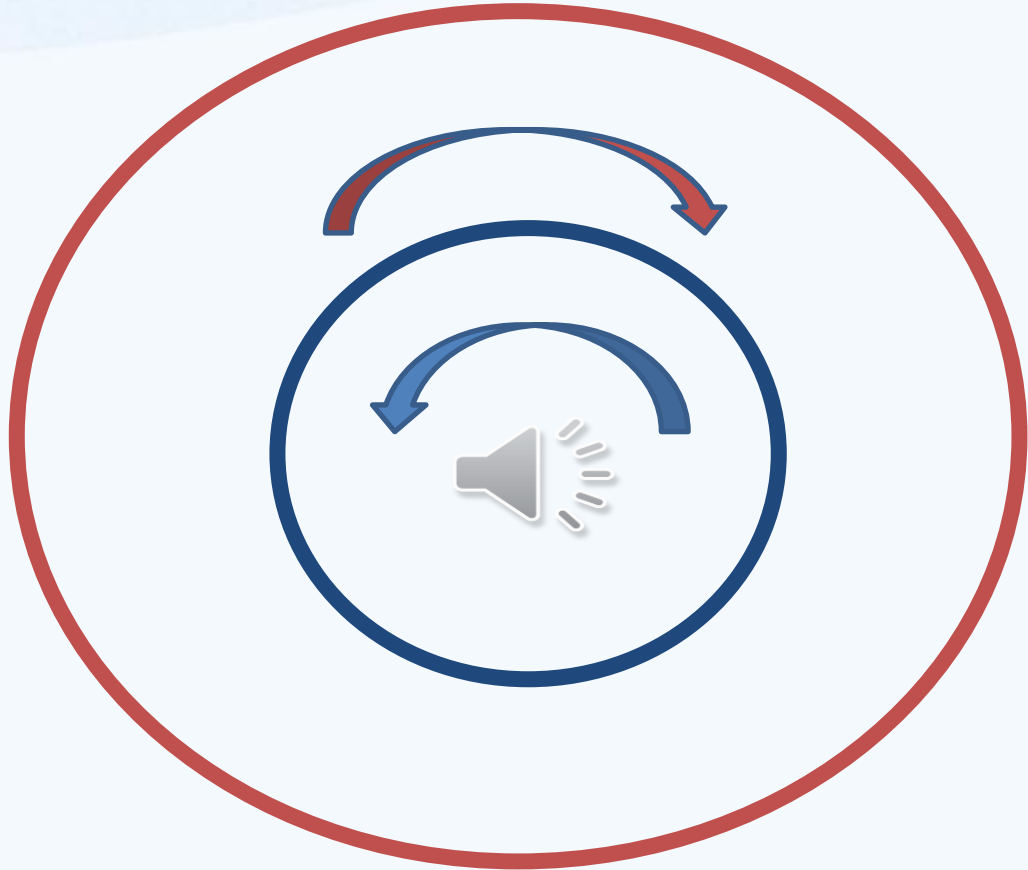


For your “smart”  
thinking

# Let's engage!

- **Download a QR scanner on your smartdevice.**
- **Move to a QR Code and scan to reveal the quote.**
- **Talk in a small group what the quote means to you.**
- **Be prepared to share in another activity.**

# *To the Left...to the Left*



- Create 2 concentric circles.
- Inside circle face outward, outside circle face inward.
- Share your thoughts about the quote with the person across from you.
- When you hear the music, rotate to a new partner and share again.

# *Debrief*

Turn to your elbow partner and each take 1 minute and share

- what you liked/disliked about this activity
- how you might use this activity in your afterschool program



*What do YOU see in this picture?*



*What do you see in this picture?*





# *Fanning the fire*



PETER BENSON

# *Debrief and Dialogue*

Turn to your neighbor and share thoughts about Dr. Benson's Spark idea.

- What did you hear that was new for you?
- How can you help students find their “*Spark*”?

Share with whole group.

# Activity





# *North, South, East, West?*

- With a marker, print your name (very large) on a 5" x 8" index card.
- Place your name on the wall at the direction that best describes you.
- Discuss questions on reverse side of paper.



Nope! You can't choose NW, NE, SW, or SE directions...sorry ☹

# *Debrief*

Turn to your elbow partner and each take 1 minute and share

- what you liked/disliked about this activity
- how you might use this activity in your afterschool program

# Dialogue

How do these activities eliminate barriers to learning?

the struggling reader

the apathetic learner

the learner lacking confidence

the EL student

the potential dropout

the accelerated learner

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How do these activities prepare students to be career and college ready?

How can activities like these support students and teachers in the classroom?



*How do you see things now?*



*How do you see things now?*

**ELECTRIC**

# *Standards*

## **English/Language Arts:**

**Writing:** Write opinion pieces on topics or texts, supporting a point of view with reasons

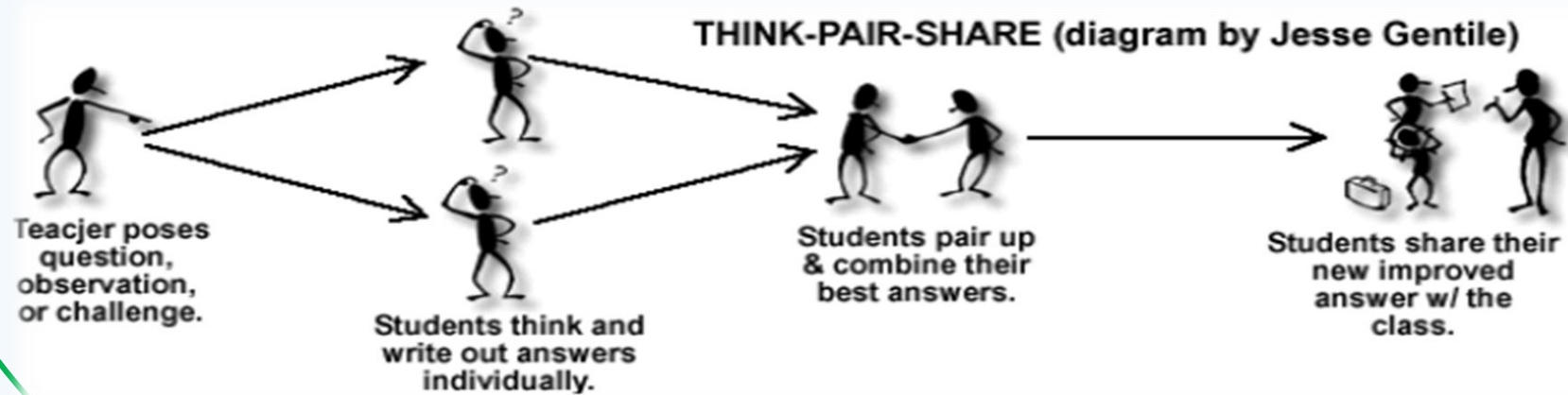
**Reading:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)



# Instruction

## Think-Pair-Share Debate strategy\*

*\*modified*



## Culture:

friends  
Caucasian  
farm hero  
silly  
African American  
minecraft  
fishing  
dolls  
enthusiastic  
hip hop  
math  
Hispanic  
rap  
energetic  
playground  
skateboard  
actor  
dancer  
arts and crafts  
artist  
Asian  
musician

**Activity:**

*Is it worth investing in name brands? Why or why not?*

Be prepared to explain your thinking.



## **Protocol:**

Watch the video or read through the song lyrics.

Decide who is Partner A and who is Partner B.

***Partner A collects evidence “FOR investing in name brand clothes”.***

***Partner B collects evidence “AGAINST investing in name brand clothes.”***

Following the video, share your evidence with your partner. (~1 min each)

# MACKLEMORE X RYANLEWIS



W I N G \$

M I N G P

## Wings by Macklemore

(feat. Ryan Lewis)

I was seven years old, when I got my first pair  
And I stepped outside  
And I was like, Momma, this air bubble right here, it's gonna make me fly  
I hit that court, and when I jumped, I jumped, I swear I got so high  
I touched the net, Momma I touched the net, this is the best day of my life

Air Max's was next,  
That air bubble, that mesh  
The box, the smell, the stuffin', the tread, in school  
I was so cool

I knew that I couldn't crease 'em  
My friends couldn't afford 'em  
Four stripes, on their Adidas  
On the court I wasn't the best, but my kicks were like the pros  
Yo, I stick out my tongue so everyone could see that logo  
Nike Air Flight, but bad was so dope  
And then my friend Carlos' brother got murdered for his fours, whoa

See he just wanted a jump shot, but they wanted to start a cult though  
Didn't wanna get caught, from Genesee Park to Othello  
You could clown for those Probings, with the velcro  
Those were not tight

I was trying to fly without leaving the ground,  
Cause I wanted to be like Mike, right  
Wanted to be him, I wanted to be that guy, I wanted to touch the rim  
I wanted to be cool, and I wanted to fit in,  
I wanted what he had, America, it begins

[Chorus:]

I want to fly  
Can you take me far away  
Give me a star to reach for  
Tell me what it takes  
And I'll go so high  
I'll go so high  
My feet won't touch the ground  
Stitch my wings  
And pull the strings  
I bought these dreams  
That all fall down

We want what we can't have, commodity makes us want it

## *Protocol:*

Form a line of A's and a line of B's, facing one another.

Share your point of view with each other. (~30 seconds each)

A's caucus together and B's caucus together to pull together your best 1 sentence rebuttal to share. (~1 min)

Face off! Share your 1 rebuttal statement with each other. (~30 seconds each)

*Caucus one more time and share your rebuttal. (~1 min)*

Flashdraft - at your seat write a 1-2 sentence argument in line with your position. (~2 mins)

# Argument Talk Protocol

1. Name the Argument and the sides.
2. Gather evidence for both sides or positions.
  - Suspend judgment.
  - Be alert to juicy quotes and statistics.
3. Pick a side or position.
4. Caucus with your side:
  - What is your BEST evidence?
    - Sort through and weigh your evidence to find the strongest.
  - Rehearse your argument.
5. Face off!
  - Meet your opponent and present your argument...and listen to theirs.
  - You will have one minute each to present your argument.
6. Repeat back to your opponent their BEST points.
  - What evidence was most compelling or persuasive?
7. Caucus with your side again to plan rebuttal.
  - Try to defend against your opponent's best points.
8. Rebuttal with opponent (1 minute).
9. Options:
  - Flashdraft.
  - Develop a more sophisticated Position C.
  - Chart powerful debate moves and strategies.



## *Discussion:*

How does this activity eliminate barriers to learning?

the struggling reader

the apathetic learner

the learner lacking confidence

the EL student

the potential dropout

the accelerated learner

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How does this activity prepare students to be career and college ready?

# *MI Goals for All Students*

## Career and College Ready Students:

- Use technology and tools strategically in learning and communicating
- Use argument and reasoning to do research, construct arguments, and critique the reasoning of others
- Communicate and collaborate effectively with a variety of audiences
- Solve problems, construct explanations and design solutions

## *Tasks Worth Doing Tests Worth Taking*

- Real World Challenges
- Relevant to Student Lives
- Integrate Content Areas
- Transfer of Knowledge

# Intentional Instructional Practices

*Creating a classroom culture that supports and promotes student learning*

***Standards***

***Instruction***

***Culture***



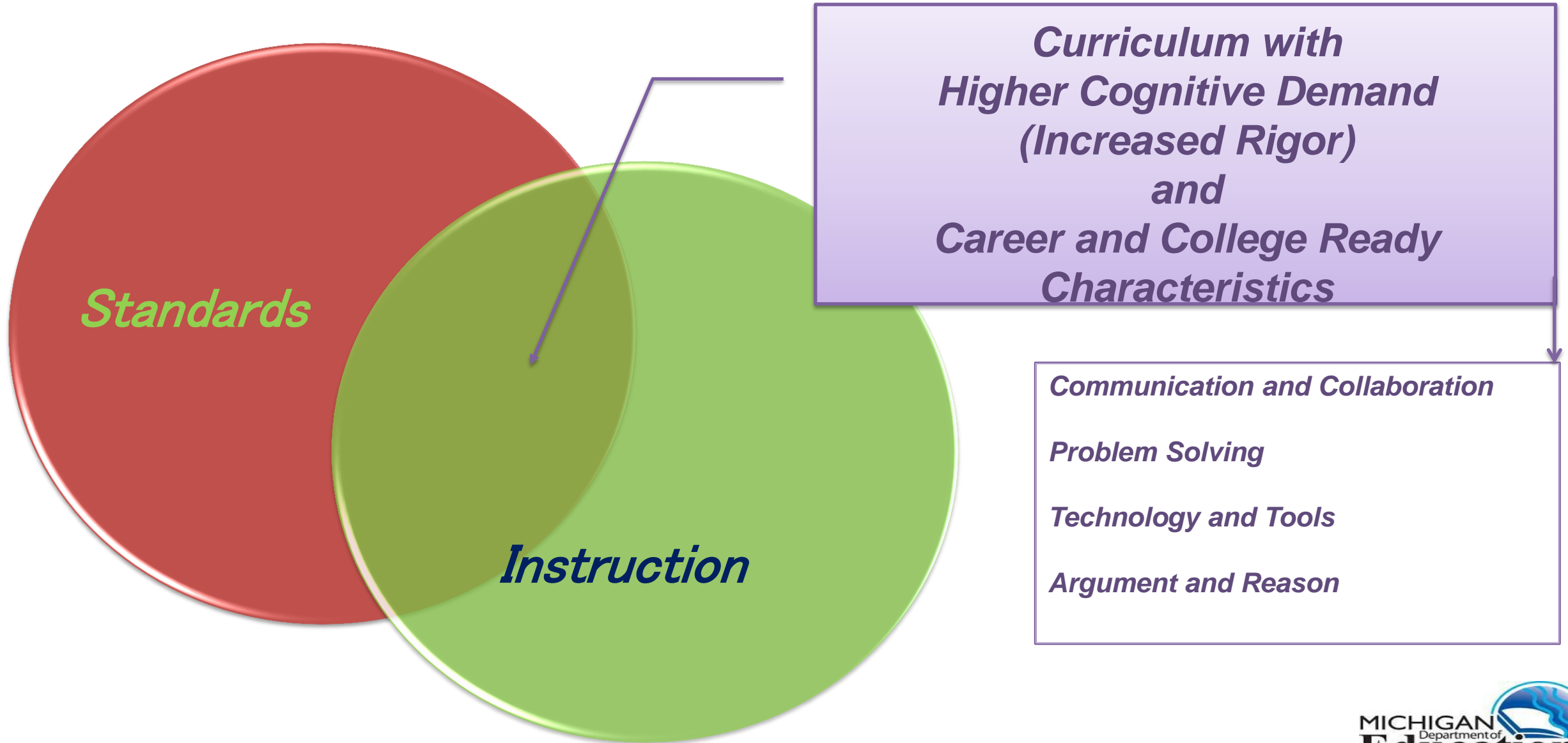
*Standards*

**Culture**

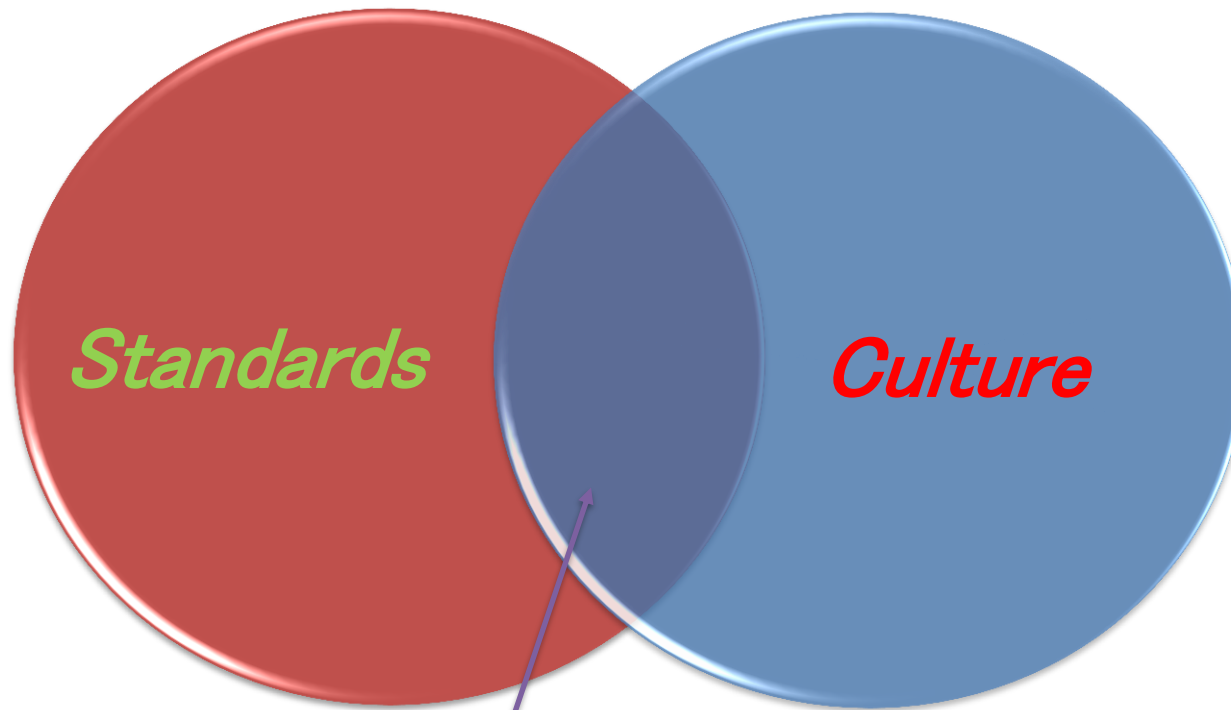
*Instruction*



When **Standards** intersect with **Instruction** we'll see...



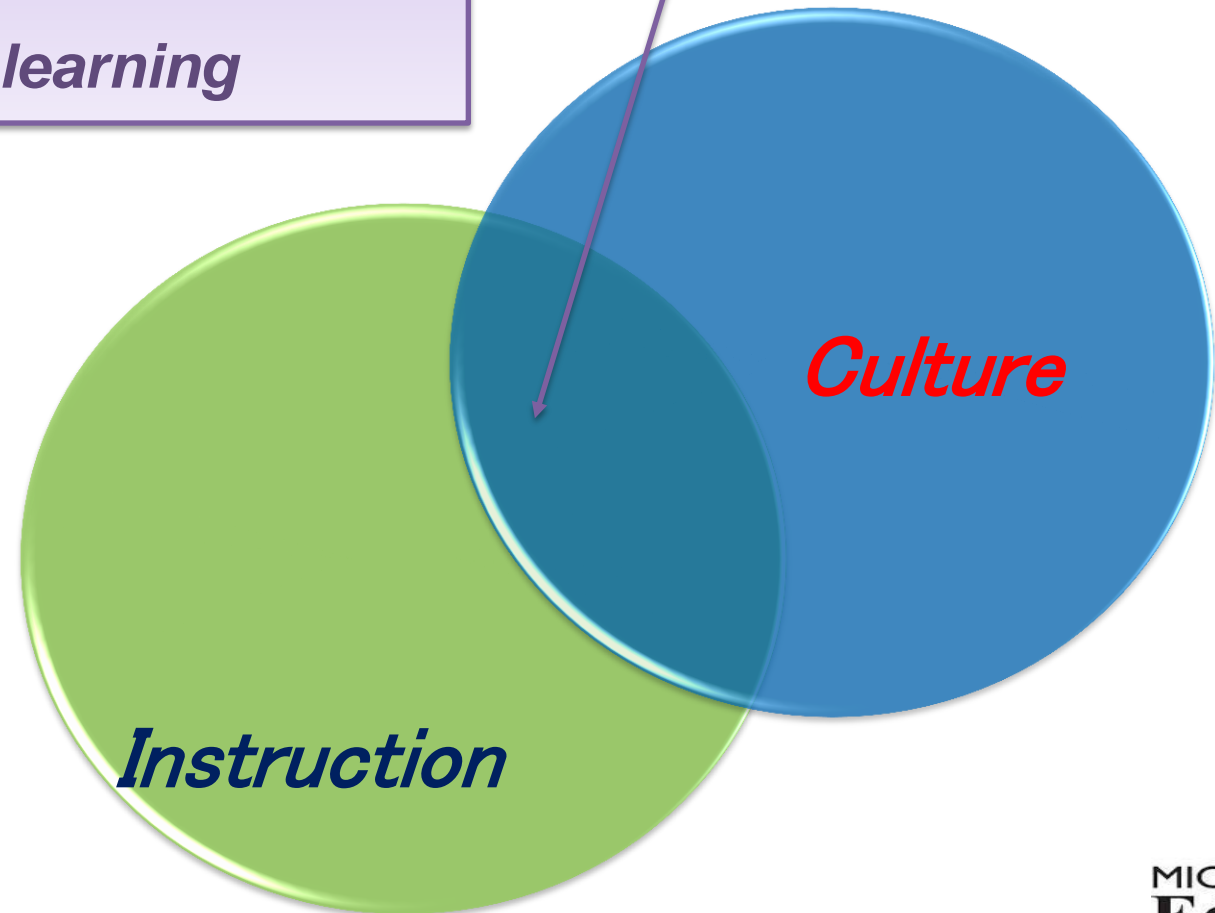
When **Standards** intersect with **Culture** we'll see...



*Lessons that  
Address appropriate grade level standards  
and  
Include content relevant to student lives*

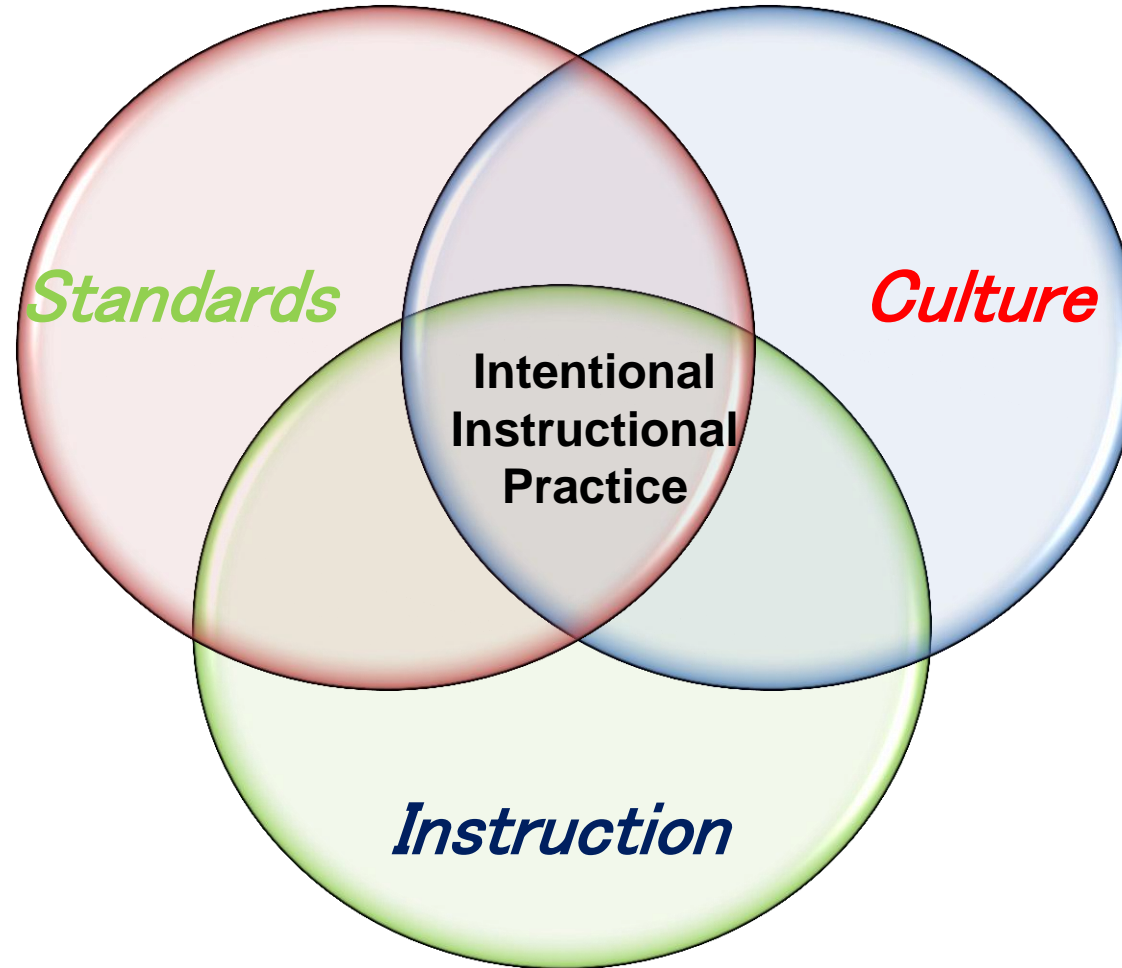
When **Culture** intersects with **Instruction** we'll see...

*Teaching that is  
engaging,  
culturally responsive ,  
and  
provides for experiential learning*



When **Standards**, **Instruction**, and **Culture** intersect we'll see...

*Curriculum with  
Higher  
Cognitive  
Demand  
(Increased  
Rigor)  
and  
Career and  
College Ready  
Characteristics*



*Lessons that  
Address  
appropriate  
grade level  
standards  
and  
Include  
content  
relevant to  
student lives*

*Teaching that is engaging, culturally responsive ,  
and  
provides for experiential learning*



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